The International Journal for

THE EDUCATION OF THE BLIND

A Magazine for Teachers and Parents of Visually Handicapped Children, and members of the American Association of Instructors of the Blind.

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The International Journal for

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THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND is a professional magazine of methods, techniques and research for teachers and parents of visually handicapped children and other workers in the field of the blind. This publication is incorporated under the laws of the State of New York and is copyrighted in the Copyright Office of The Library of Congress, Washington, D. C. The Journal is a medium for the free expression of the progress or the need for progress in the field of the blind. It is the intention of the editors to provide opportunity for the free exchange of ideas, suggestions, and achievements in the area of the education of visually handicapped children; to disseminate information and findings of research and experiment relative to the methods and techniques of teaching and training of blind children; and to give recognition (through awards or otherwise) for outstanding contribution and service to the blind. The editors hope that a greater national and international consciousness and understanding of the problems of the blind can be brought to the attention of the public through such a professional periodical, and in general stimulate interest and creative effort and encourage thoughtful and enlightened endeavor to achieve this end.

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THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND

We Selected the Residential School

By Mr. and Mrs. John B. Cool, Parents of Bill

The selection of the proper method of schooling a visually handicapped child can be so conditioned by many factors that it is difficult to standardize a discussion of the subject. The proper way may simply be the only one method available to parents in a given community. Others more fortunate may find various types of schooling available, and the necessity of making a selection is really a privilege not afforded everyone. We had such a privilege available to us. Some of our thinking set forth below led to our placing our son, Bill, in the Ohio State School for the Blind.

Some Ohio cities have set up classes for visually handicapped children in their public schools. We thoroughly investigated such a school where one centrally located grade school serving the surrounding community also was made to include a staff and classes for visually handicapped children. I believe the impetus for the organization of these classes probably came from parents in the area who were reluctant to send their children away from home to a residential school. Their reluctance is easily understood.

Another potent factor often expressed in favor of public school classes states that this is a sighted world. Visually handicapped children can best be taught to live in such a world by being educated in an environment of sighted children.

All children need to feel the importance of their own contribution to society. This is often a big order for sighted children. The job more often than not is momentous with a visually handicapped child. How does the public school class idea meet this responsibility?

Our observation of the public school disclosed that, since, the visually handicapped child in the school was a part of a minority group, he required special considerations: separate class rooms separate facilities at lunch time, separate transportation in many cases to and from school, special considerations on the playground. Further, since the learning of Braille is infinitely more difficult than learning clear type, the rate of learning for the visually handicapped may be slower at certain stages of schooling. Mixing sighted with blind in the early years of school therefore often produced age differences.

All of these factors seemed to us to mean that the visually handicapped youngster in the public school was subjected to too much special handling, allowing him to become too severely aware of his differences at an age when such awareness could cause deep complexes, In addition, it is a great deal to ask a young sighted child to understand and compensate properly in his relationship with a visually handicapped child.

The public school makes it possible for the visually handicapped child to enjoy his own home during the school year. Sending a small child off to a residential school is never easy. Yet most parents of such children must admit to many shortcomings in knowing how to properly guide a growing blind child. Some of us are known to be too protective; others too indifferent. A residential school, fully equipped, staffed and experienced in handling all phases of the growth of these children, should know the best approach to the teaching of manners, eating habits, recreational pursuits, hobbies, athletics, etc.

Those parents interested in closely following a school's activities, and even wishing to inject their own thinking into a school curriclum, may often do so through a Parent-Teachers organization. We felt that since the visually handicapped in a public school would represent a distinct minority, our participation in PTA affairs would be something less than realistic and effective.

No method of educating the visually handicapped is justified by finding shortcomings in other methods. How then can the residential school meet the tremendous responsibilities of properly fitting these less fortunate youngsters into their proper place in our society?

We feel this is best done by the residential school for many reasons. A complete staff selected not only on their merits as educators but also on their ability to work with the visually handicapped are the prime considerations at a residential school. Such a staff, of course, includes the proper people in the music, manual training, home economics, and physical education departments. No less important is the staff serving in the cottages, the medical section and kitchen. All of these people working closely together represent a group with the greatest potential abilities to handle the child's needs and problems.

The residential school building itself can incorporate the many vital features so essential to the early training and comfort of the blind. Recessed doors, proper shelving for Braille books, walls marked in the auditorium to designate certain seating areas, stage floor sloping at the edge, floor coloring variations to indicate direction and places for those with some vision. These thoughtful features help a young blind child feel more at ease and assured. They need and deserve these assurances.

Extra curricular activities at the residential school are, of course, geared to meet the needs and limitations of these special children. No boy or girl should be denied a chance to thoroughly participate in scouting activities. In a troop where a boy is the only visually handicapped member he surely will lose ground and interest trying to compete with the sighted group. Yet the scout at the residential school is not a minority entity. He can and does compete with equals.

Other features of residential school life seem unique and vital to the child's growth and well being. A complete Braille library; probably better medical supervision concerning eye problems; specialized guidance concerning placement in jobs; a PTA group where all parents and staff members meet on more common ground.

Some parents fear the isolation of their child in a residential school, yet such an institution can and should afford many contacts for their pupils with the surrounding community. Church facilities of the community can be shared by the blind school children. Scouting activities provide many opportunities for those involved to exchange visits with others. The music department also provides opportunities of community participation.

Our preference for the residential school in Ohio might be more obvious to others if they knew the staff and the facilities as we do. The people handling our children in the Ohio school inspire our respect and confidence. The entire physical plant is new and completely modern.

We have often hoped, too, that the residential school staffs and the public school people working with the visually handicapped will work in close harmony, exchanging ideas and viewpoints on methods. Perhaps there is a place in our educational

system for both methods of teaching. Surely the visually handicapped child has much to gain if both groups harmoniously share ideas, especially on a rational basis. Certainly both groups have a common goal: giving the visually handicapped child the best possible opportunity to be happy and prosperous.

Globe Democrat Photo

Leslie Dana Medal Presentation

Dr. Robert H. Thompson, Superintendent of the Missouri School for the Blind and First Vice-President of the American Association of Instructors of the Blind, pins the Leslie Dana Medal on Col. E. A. Baker of Canada. The award was made at a meeting of the St. Louis Society for the Blind at the Hotel Congress in St. Louis. Col. Baker is Managing Director of the Canadian National Institute for the Blind and in 1951 was elected President of the World Council for the Blind.

Maryland School For The Blind Integrates

By F. M. Andrews, Superintendent

Maryland School for the Blind

We at The Maryland School for the Blind believe that when one is born one is devoid of prejudice. We gradually begin to acquire likes and dislikes as we grow older. When a small child hears father say to mother: "I don't like this stew", the youngster, who believes father is always right, decides he does not like the stew. Someone says: "Those awful neighbors next door." Then the children, who learn from their parents, don't like the neighbors, and thus prejudice is born.

With this in mind, we have tried to work out a policy whereby our negro and white children could learn to work and live together with better understanding. For several years we have given opportunities to some of our negro children to take certain work in the white department. Some boys wanted piano tuning but there were no facilities for this in the negro department, so we brought the boys over to the white department. Our white boys were much impressed, for they discovered these lads were good, worked hard, and were ambitious to learn. The following year we were unable to get a shop teacher in the negro department. So, for a year these boys took the work on the white side. Switchboard operating was extended to both departments. Then came the EAAB wrestling tournaments held in Overbrook, later in Pittsburgh, and again last year in Overbrook. There our boys met several negro wrestlers and they found them to be good competitors. Our students began to think and talk about the possibility of having boys from our negro department on the team. Last year all our boys, negro and white, had gym together. The negro boys went out for wrestling and some made the team. The 1955 wrestling tournament will be held here at The Maryland School for the Blind with teams from Florida to Massachusetts competing.

This year we tried to plan classes as groups which would work along the same level. We have no white and negro departments, but we do have the Bledsoe and Newcomer Departments. Our classes are as follows: A kindergarten group in both departments; pre-primary group integrated; first grade in two groups, one integrated; grade 2, one in both departments; grade 3, integrated; grade 4, integrated; grade 5, one in both departments; grade 6, integrated; grade 7, one in both departments; grade 8, integrated; grade 9, all white, as there are no negroes in this grade; grade 10, integrated; grades 11 and 12 attend public school, and an opportunity class integrated. This plan has made it possible for a teacher to have only one grade to teach and not two or three as some have had in the former negro department when we had only two, three or four children to a grade.

We go to school together but we do not live together in the cottages. At noon pupils eat in the department where they have classes. Last year our Y-Teens held a couple of joint meetings. There was also

one social in the evening to which both negro and white students were invited. Attendance was not compulsory. This is as far as we plan to go with integrating social activities at this time. For the present we believe this is sufficient for we desire to go slowly. It should be recorded that whatever integrated social activities we have had were at the earnest request of the students and, in the majority of cases, they were suggested by the white students.

Other schools facing the possibility of integration next year in conformance with the Supreme Court ruling will undoubtedly have to meet certain local problems not common to all communities. The reaction of the parents is most important and can best be approached through meetings and conferences with teachers and administrators. If the matter is discussed from the view of what is best for the benefit of all students, a satisfactory program can be worked out in almost any school situation.

AAIB Membership

On February 1, 1955, the total AAIB memberships from the schools stood at 941, or more than a hundred over the AAIB memberships for last year. New memberships from various agencies and individuals are still coming in and are not included in the school tabulations listed below:

*North Carolina	61
*Overbrook	55
Perkins	48
Maryland	37
*Iowa	35
*Washington	34
Western Pennsylvania	30
Michigan	29
*Ohio	28
Illinois	28
Alabama	27
Texas	27
*Kansas	26
Tennessee	26
*Arkansas	25
*Minnesota	24
Kentucky	23
New York Institute	22
New York State	22
*Oklahoma	22
*Oak Hill (Connecticut)	21
*South Carolina	19
Virginia	19
Florida	18
Missouri	17
Oregon	17
West Virginia	17
*Georgia	16
Indiana	16
Louisiana	16
New Mexico	16
Mississippi	14
*Royer-Greaves	12
Wisconsin	12
*Arizona	10
California	10
Colorado	9
South Dakota	9
Nebraska	8
*Virginia (Negro)	8
*North Dakota	7
Utah	7
Idaho	5
Montana	5
West Virginia (Negro)	4

*100 per cent staff membership.

Enriched Mathematics For The Blind

By Mrs. Frank N. Williams, Teacher
Indiana School for the Blind

Only as we think of blind youngsters as no different than the sighted but with differences in unique problems, can we approach teaching them successfully. A deep understanding without an oppressive protective environment and sympathy is necessary even more than with other children. Their attitude is the result of parental approaches. Any emotional reaction to their blindness results from environmental reactions.

With this thought in mind, I am convinced that cultural education as found in mathematics, its closely allied subjects of music, literature, history, and social studies, furnish an educational background essential for life's well-being. Even with increasing opportunities in the economic world for them, we know they face additional adjustment problems which strengthen only the select few. This situation leaves others a discouraging bareness that can be met in part by an enriched mathematical teaching. Valuable as industrial training may be, our blind need especially cultural richness and character building of inner controls. Mathematics is such a means to normal, intelligent adjustments in general life problems and specific, scientific ones in this age.

I have taught business arithmetic, geometry, algebra and junior high school arithmetic in the Indiana School for the Blind for more than twelve years. Teacher needs have become more apparent with experience. My ideas of enriching this subject come almost entirely from my teaching experience, rather than from material read. With an open mind to the many unsolved problems in mathematics, I am recognizing more and more that my biggest job is to know the student's individual needs, to build slowly, perhaps, but surely, an objective approach to obtain a meaningful mathematics that will bring joy and zest for education. My first goal is not to cover a textbook in this or any subject, but to enrich the student's concepts, taking time for an impersonal yet close companionship to discover his personal needs. Those who are blind I prefer to think of not as "the blind," because that frequently used expression has seemed to put them in a category of different human beings. Our blind students, even more than the sighted, must accept their teachers as understanding friends. A touch on the arm or pat on the back, a comment of friendliness outside of class shows a feeling of genuine interest in a student. Teaching mathematics as a cultural subject is appreciated especially by the visually handicapped when they can realize general culture in the instructor.

Our young men and women students may be led to know that mathematics is man's most precise tool of inquiry as well as his soundest device for finding sane answers to his everyday problems. It is an intricate part of life. He may like or dislike the subject; however, diagnostic and remedial teaching including closer ties with real life situations and ultimate objectives can change his attitude. He may desire to meet competition through a greater mastery of the course. The ingenuity of the teacher

is at stake in enriching and enlarging his environment.

"How can we enrich mathematical teaching among those whose vision is impaired"? you ask. The first difference, it seems to me, is to have more individual teaching. Some educators hold to the opinion that loss of sight partially or totally brings overcompensation in the development of his other senses, Others, including psychologists, say that this is not true. Again, we are told that visual education plays a major role. Without it, his inner sight reveals the worth of the individual. Each student has his own unique pattern of growth. We might think in terms of the poem by Virginia M. Axline, associate professor of education, Teachers College, Columbia University,

"You are blind and you can't see
I'm not blind and I can see
You are blind and you can see
I'm not blind and I can't see".

Because this is true, functional planning for this individualized teaching is essential for his development.

As a cultural subject mathematics meets the need of our visually defective because this group' is able to form true mathematical concepts. Blind people cannot have a concept of the building of a bridge or a skyscraper which is as true as that of the additive method in arithmetic. They need objectification within arms' length. Of course, the teacher enlarges their concepts by association with life experiences, recalling how the grocery clerk adds to the amount the customer spends the amount of change in order to reach the total amount of the bill presented in payment. The more contacts our blind can have in shopping for themselves and holding remunerative jobs during vacations where they learn to budget, the greater the environmental influence. When the students live in a residential school, we are aided by extracurricular activities such as the canteen operated by members of mathematics classes. Because this is true, as teachers we enrich our method of teaching by individually supplying such concepts as are required.

We have the same standards as the teachers in sighted schools, as we often term them. Our medium is different. We have no blackboard. Specialized apparatus is variously employed. Some teachers in lower grades have used cubarithm to replace the blackboard. Pegs numbered in braille can be inserted in squares as a pegboard to visualize the four fundamentals. All students use the braille system by means of a slate and stylus or a braillewriter, which does not necessitate turning the paper to see what has been written. Some writers are noiseless and small enough for students in college to take notes with no interference with class procedure. The blind tell time by braille numbered watches. Such numbering can be used for rulers, meters, protractors and many machines. Typewriters function early in the lives of those without sight. Most schools for the blind teach typing in the sixth and seventh grades. Some schools even begin in a lower grade. An embossing device makes possible raised numbers of letters in braille or longhand valuable in teaching writing and recognition of geometrical forms. Drill cards in braille are not used as flash drills but they are employed effectively in various games. A drawing board with embossed squares as graph paper can be used with flexible wires, rubber bands and clips to make geometric forms or graphs. Forms of wire, plastic or wood are common equipment. The slide rule in braille is adaptable in high school mathematics. Resourceful teachers devise apparatus to meet prevailing needs.

Not enough emphasis can be placed upon objective teaching. Many instructors overlook its intrinsic value. With vision difficulties the increase in size of the object is important. Our children will strive to show their normalcy by accepting abstractions. Teachers, in their desire to cover ground quickly, too often resort to textbook mathematics unobjectified. Time and thought on the part of the teacher pays big dividends. A classroom, particularly in the lower grades, may look like a cluttered workshop in our schools. Objective presentation reminds me of a student who was shown a turnip growing in the ground. He registered surprise and interest. Our students are deeply appreciative when someone cares enough to talk of details, sharing experience with them. Because this is true, objective instruction is required in getting meaningful conceptions.

While mental arithmetic is very important in considering its actual use by the layman in his daily experiences, some teachers, stressing the cultural benefits, do not over emphasize it. Our children are adept in mental work because much of their mathematics has required it. For example, they learn to multiply with three digits mentally. Much concentration and dependence on memory result. Our classrooms must be quiet to facilitate concentration. When a sighted child is interrupted, he can take up where he left off by referring to his paper or work on the blockboard. A blind student begins over. Mental computation provokes thought. Mental effort is required in written work but it does have a tendency to make us dependent upon a pencil and paper, not trying to remember. Naturally our abecedarians like mathematical shortcuts, being willing to master them as an easier way. In braille many mistakes may occur. Students' papers must all be checked carefully. Teaching in this specialized work after experience in a school for the seeing has been a challenge to me in the teaching of mental processes.

Our curriculum follows the basic state course of study. We are accredited, having our graduates accepted in higher schools of learning on an equal basis with those from public schools. It is true that some enter our school a little older than beginners in other schools. A difference of a year may result if they enter after the first grade as they must learn braille. Consequently a maturity and seriousness is recognized by visitors. This fact does not depict a handicap necessarily in mathematics. A greater appreciation of the need for an education is manifested in a place where they associate with others who face similar problems and directors who can give them individual attention. Individual work in mathematics classes in public schools isn't always possible because of large groups. Tutelege shows the need for it. I am proud to be a mathematics teacher with those visually handicapped because of the personal satisfaction it gives to see them master the subject and grow. I do not think of their blindness anymore than they do. Our modern age shows a greater need for a thorough mastery of mathematics. It enlarges our students' environment. We must enrich the method of teaching mathematics as man's most precise tool of inquiry and his soundest device for finding answers to his everyday problems. It then, and only then, becomes meaningful.

The Louis Braille Institute

A New Canadian School of Specialized Teaching and Adaptation

By Father Jean Cypihot, C.S.V., Superior
Louis Braille Institute, Montreal
(Translated from French)

Teaching requirements for the blind necessitate special schools employing well tried methods. This was the justification for the recent foundation of the Louis Braille Institute for young blind boys of twelve to twenty-one years of age. This new-born work, placed under the patronage of the Minister of Social Welfare and of Youth, who assumes the total budget, is situated at 500 Claremount Avenue in Westmount, Montreal. The pedagogical and technical direction has been assigned to the Clercs de St. Viateur who give appropriate teaching.

Long before today, light has shone on the world of the blind, thanks to the different schools which have been organized for them and of which one of the main ones in Canada is the Nazareth Institute which looks after the teaching of blind girls of school age and blind boys under the age of twelve.

At the Louis Braille Institute, the classical instruction is modeled on the programme of the Department of Public Instruction. For our fifty pupils, the classes cover the fourth to the tenth year, inclusive, and there are opportunities for more advanced instruction.

The studies comprise the teaching of religion, French, mathematics, history, geography, natural sciences and English. All these subjects, placed in the general programme of all teaching, require the usual special techniques for the blind. For instance, for the study of geography, maps are prepared in relief or grooved appropriately, to represent a large body of water, land or a mountain. Our youngsters may derive an idea of the form of the earth through a globe carved on a wooden ball which is 27 inches in diameter and which revolves on an axis.

The teaching of mathematics also requires specialized procedure. For example, the Institute employs the Taylor slate. The child places in the small octagonal holes disposed on a quadrilateral, small lead cubes which he turns in different ways to indicate any of the ten figures, one to zero.

But because the blind person must take his rightful place in society on the same basis as his sighted brother, the Institute must place in his hands the possibilities for earning his living; and this it must do concurrently with the classical training which we have described briefly here. It is this integration to economic and social living which the Institute endeavours to promote with its classes in piano, violin, organ and voice, since the aptitude of the blind for music has long been known. All are also given instruction in typing which becomes an essential since its provides a means of communicating with the outside world. By this means they may progress to the point of becoming independent in their letter writing, so necessary to creating self-sufficiency, which is indispensable to their economic well-being.

Commerce is very accessible to the blind; once they learn how to direct commercial affairs, it may be hoped that opportunities for an enviable place in the business world

will be opened to them. It is known, for example, that a postmaster, Sir Fawcett, of England, was blind and that the founder of the house of Lindsay in Montreal, was also blind. Courses in introduction to accounting are under preparation that our pupils may learn thereby to better organize their domestic and economic affairs.

We would like, for those who do not possess an aptitude for the study of music or commerce, to organize manual training courses; lack of space at our present locale has forced us to set this aside at least for the moment. However, the capabilities of the young blind must be cultivated and this can be realized by strict collaboration between the professors who may, by the use of the facilities at hand, develop in our students a sense of observation and an ability which is really surprising to one who has never visited a school for the blind.

In effect, to teach dexterity, a suppleness of the fingers must be developed: the game of "meccano", here, is a great help and offers numerous posibilities for the development of inventive genius in the blind who may concrete the forms which we have tried to make them imagine by verbal description. It must not be forgotten that representation of objects for him is often different from that which we form; also there must be some means of control.

Every phase of teaching is attended by many problems at the same time general and individual to these youths. Thus there must be cultivated a sense of direction which will permit the young blind to orient himself in a strange surrounding before venturing into the heavy traffic of our streets with a white cane by which he is known. He must be given a sense of distance and taught to recognize objects by repeatedly touching them. He must also be taught to exercise his sense of smell. All his senses must serve to replace that sense which he lacks. It is by the odour that he knows whether he is passing in front of a restaurant or a blacksmith shop.

Nothing is more helpful to the development of the external senses of the blind than games. Even if they are few in number, those which he knows and which he can practice are of a marked advantage to him. It is hard to believe for example that to run out of doors represents an activity to him. This puts to work all his capabilities: hearing, observation, all his tactile memory of sense of direction, etc. Nothing can replace for him physical exercise. It is true to say of him "a sound mind in a sound body". Accustomed to retiring into himself, now he is forced to display energy and to become more forward. This is somewhat like wrestling against the aloofness to which he is inclined.

Because he does not know how to observe his neighbor, since blindness prevents him, he must have an instructor in games constantly and be led in all details; this is why the task of discipline is, for us, equal to that of intellectual guidance.

Like most persons who are handicapped, the blind person is a sensitive and often timid being. He suffers, to varying degrees, from an inferiority complex. Also he must be liked and given confidence to give him a love of life. It is after having developed his sensory faculties that is born in him an appreciation for the beautiful and the ideal, his intelligence aspires to planes of high learning, his will would attain the ideal and his heart is capable of thrilling to the sublime.

Thus provided with instruction, our pupils may breath the "great wind of the spirit" which blows, illuminating the intellect, nourishing the heart and the soul with the splendors of nature, the arts and religion, cleansing the body which may then develop in its purity.

Our Obligations in Teaching

By Norman J. Griggs, Principal

Virginia School for the Blind

This paper is an attempt to fit into the education of the blind some of the practices and proposals as set forth by Dewey and other writers on the subject of education. There are many special problems which are brought forth by the nature of blindness in regard to the educational system for this type of handicapped children. Many of the suggestions of the writers can be made applicable to both sighted and blind pupils, but at the same time there are many special adaptations necessary for teaching of the blind and certain problems need more attention and thoughtful consideration than would be necessary in the teaching of sighted pupils.

Dewey would have us center our consideration not in the teacher, the book, the subject nor even in human experience and knowledge as a whole, but in the child which is being taught. The school ought to be life, rather than a preparation for life. Dewey protests against formalism, passivity and verbalism contending that all learning is active, not passive.

Instead of outlining a curriculum from the subject-master standpoint, Dewey would have a curriculum based on "those four-fold interests — the interest in conversation, or in communication; in inquiry or in finding out things; in making things, or in construction; and in artistic expression."[2] In this way the basis of the curriculum is shifted from subject-matter to the realities of life. But there is danger in teachers following such an outlined procedure too zealously and neglecting the future of the child, losing sight of the goal. Child activity must not be regarded as an end in itself. An important function of the life in school is to prepare the student for life in the future as well as to help him to life in the present. It remains true to say that the child must be prepared, or prepare himself, for struggle, for social contacts, for leading and being led. He must learn the attitudes of others towards himself. He must realize that there will be a time when economic self-sufficiency will be demanded of him. If we follow Dewey's lead, we must interpret him correctly, and think of the future as well as the present life of the child.

Dewey cautions again and again concerning protests against formalism and the danger of going too far. Formal education can not be excluded entirely from the school. However, at any point where it is incorporated into the educative process we must certainly relate it to the child's own purposive activity. The justification for a certain amount of formal treatment of subjects in schools is the necessity of distilling the essence of the experience of humankind. One task of the educator is to analyse experience and select those experiences which the child will most profitably undergo in school. For this to be a profitable activity for the child, he too, must have full knowledge and understanding of that which is being presented to him. To the child this should mean a direct purposive attack on clearly realized problems.

The blind child, like the seeing, is a seeker of experience, and has equal right to enter into his heritage of human knowledge. But there are many problems relating to the education of the blind which are peculiar only to this group. As seekers of

experience they are seriously handicapped by their physical disability. It is a major duty of the educator to supply those elements of human experience from which the child by his blindness tends to be cut off. Educators of the blind must carefully and systematically supplement the normal experience of the blind children, always remembering that they are sightless living in a sighted world. It is particularly important to encourage blind children to cultivate a challenging and courageous attitude towards life, to urge them to overcome difficulties and not to pass by ordinary things with imperfect knowledge.

One may think it impossible when helping the blind to become educated to approach the ideal goal of the curriculum, namely, the epitomizing of the best and most worthy achievements of the human spirit. In spite of what may seem impossible we would do well to stress, in our schools for the blind, aspects of the doctrine set forth by Dewey. No one ought deny the prime importance of a curriculum based on activities, and that a passive attitude on the part of the child should be emphatically discouraged.

Volumes have been written on teacher attitudes, desirable characteristics, proper outlook and principles of teaching to be followed. From these let us here select only four and consider them in their relation to our study.[3]

Certainly no one could be a successful teacher of the blind without that quality which we call *humility*. The sharing, growing, and unselfishness of the teacher finds expression in this quality. The humble teacher will never impose himself upon the child, for in so doing, the child would suffer mental and/or emotional enslavement. To build and develop a quality of independence in the child the teacher creates a relationship of sharing rather than one of giving. To those without sight this sharing is more than a sharing of formal knowledge. It is a sharing of the teacher's activities which he experiences through his sight and interprets to those with whom he is working who are deprived of these visual experiences. The teacher's unselfishness brings him to stop at all queries and share those little everyday things he sees with those who are sightless.

As a compliment to humility we find *patience*. Without patience one would be an inadequate teacher of the sighted, but for him to try to teach the blind without this virtue would be a deplorable venture. If the teacher is patient with the pupil, the pupil will be patient with himself. This is necessary to keep the child from adding the burden of defeat to his already overladen life of difficulty and to help him search out ways of meeting his needs. The good teacher is never discouraged nor disturbed by the burden of a turbulent pupil, instead he finds time to show him that he harms only himself. In this way the pupil learns to take responsibility for himself and comes to understand that he must face and solve his own problems with which he is confronted.

Closely linked with patience is the quality of *justice*. The just teacher is also a courageous one. He does not hide his own reasons behind rules, but instead stands upright on his decisions. Rules, laws and regulations are the result of human experience and are necessary as long as the human being is living in social contact with other humans. *Rules are instruments of education planned to assist judgment, not to replace it.* When there is no freedom of judgment there is servility, but no service. Still, many teachers show injustice in their fear of responsibility.

The just teacher retains a vision of his objectives by removing himself mentally

from his negative attitudes towards the pupils. No child is to ever be rejected because of negative traits found in him. Never are conclusions to be drawn which are based on conjecture rather than fact. To the just teacher there is no sudden change in the pupil which he expects, rather he watches for the unfolding of progress and growth. To him the child is viewed with understanding not moral indignity.

There can be no teaching without *truthfulness.* That which is truth has value. There is neither value nor truth in asking pupils to compete more than to cooperate. The victor and the vanquished should exist only between men and things, not between men and men. A truthful teacher does not wish to make the pupil believe that he, the teacher, is without faults. The teacher should choose and distinguish between perfection and the desire for perfection.

When a teacher embodies these qualities, humility, patience, justice and truthfulness, he creates a confidence between teacher and pupil. In work with the blind this must be an undisputed confidence. One of the more harmful elements which shake the foundations of this confidence is the teacher who, instead of being a guide and a friend becomes a watchman. When a pupil brings private matters to the teacher he is seeking the teacher's confidence. It is this kind of a relationship which permits genuine teaching to take place, it is here that teaching rises to the level of education.

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Here and There

Since September 1954, nearly 2600 educational tape recordings have been duplicated by the Printing House for the schools and classes under the new Recorded Educational Aids to Learning program. Among the most frequently ordered titles have been the "Fun With Speech Series", and "Personality", "Getting Along With Others", "The Smallest Angel's Christmas", "Taking Care of the Teeth", "Law Making", and " Your Name Is Important".

This favorable response has encouraged the Printing House to supplement the original catalog with additional titles, bringing the number available to 800 and enriching the quality of the program. Annotated first edition notices will be mailed soon announcing the new titles.

On January 26, 1955, House Bill 3136 was introduced in Congress by Representative Robsion of Kentucky to amend the Act to "Promote the Education of the Blind." This bill, making it possible to extend the quota allotment to any blind child in any public institution in which he might be educated, is a result of the action of the Board of Trustees of the APH in annual meeting last November. The desire to broaden the benefits of the Act came about through the interest of the superintendents in the education of all blind children. The bill also carries a recommendation to increase the authorization of the Act from $250,000 to $400,000 to care for the cost of providing books and facilities to the children who will be registered under the Act for the first time.

Journal readers may look forward to an article in the next issue titled "The Best for David" by Lois T. Henderson, author of the book THE OPENING DOORS.

Competitive Rowing For Blind Boys

By John Hordines
Director of Physical Education
New York Institute for the Education of the Blind

Perhaps nothing helps a sightless person more than the discovery that he can engage in sports, athletics, and many forms of recreation in spite of his handicap. In rowing we have the ideal sport. It is one in which a blind person can compete on equal terms with a sighted individual.

Crew activities in the open air allow one to enjoy the finest and oldest of sports. Its physical and psychological benefits are ideal for keeping the body fit and the mind alert. Perfecting the rowing skills helps to develop a keen spirit as well as a fine sense of sportsmanship.

Since 1950 we have given over seventy boys experience in rowing on the Harlem River. During these four years, the keenness of our oarsmen for competitive efforts has been satisfied with many races against college, scholastic and club crews. Both our Varsity and Junior Varsity, as well as the eight-oared crew, gave good accounts of themselves, though usually outweighed by many pounds. We were able to teach one

World Wide Photo

boy with partial vision to race in a single scull and win from his opponent. Two other boys were taught to row a pair-oared gig and race against a Northwood School pair at Lake Placid, New York.

During the winter of 1951 our rowing students reconditioned two racing gigs that were donated by Coach Roland Sanford of Cornell University. This work experience gave the boys an idea as to the size, shape and length of the racing craft. The nine oars that Coach James Nesworthy of Boston University donated were repaired and made serviceable. By this work method, our oarsmen received valuable information about the type of equipment used in rowing, its care, maintenance, shape and size. At all times the students use proper rowing terminology. We next tested all aspirants for swimming ability. This teaching technique created a certain amount of confidence and gave the boys a greater incentive to succeed in the sport.

The last week of March 1951 found our large group practicing from the Columbia University Boat House. Coach Walter Raney graciously loaned us his fifteen-man training barge. For one month we began teaching our crew the rudiments of outboard work. This experience instilled further confidence in them. After several practices, the crew was able to keep time and follow instructions. Inboard work improved, crabs were caught, feathering was carefully explained, leg drive was taught, body angle corrected, oar locks were secured, skying discouraged, washing out diminished, slide control managed, and knifing-in controlled.

After the allotted training time in the Columbia Barge, we were very fortunate in securing a permanent home at the Viking Rowing Club. We shall always be grateful to President Walter Sener and Captain Bruno Uthgenannt and the membership for their generosity in giving our "navy" a base and all other facilities needed to carry on a program.

Our two crews trained all of April 1951. Several inter-squad races were held over a mile course. Donald Loewy, a Columbia Cox, usually steered the "Louis Braille" while Mr. Hoard was at the tiller of "Helen Keller". This conditioning and race experience gave our youngsters confidence and the urge for competition. Through the efforts of the late John J. Quinn, Secretary of the New York Rowing Association, we were invited to compete in the fiftieth annual Memorial Day Regatta on the Harlem River. Race day found us matched against the Nonpareil Rowing Club four. We entered two boats to the Club's one. Our oarsmen checked their rigging, launched their boats, and the coxwains banged their knockers, sending our two crews ahead. Both our crews rowed with a strong catch, and won their first race by three lengths. This event was covered by both the New York Times and Herald-Tribune the following day.

With rowing interest at a new high, we purchased eight used rowing machines for the basement of Wood House. All physically able boys are now taught the fundamentals of the Conibear stroke. We devote about twelve one hour classes and teach all students the intricate movements of facing, driving, releasing, and recovering of each stroke. All participants enjoy these exercises, while those who have varsity ambition are given a chance to further improve their form. When the second season's practice began in March 1952, we were able to take our crews directly on the water in the racing craft.

Within a few short weeks, our oarsmen rowed very well in the gigs, and borrowed a shell from Columbia University. After adjustments to the individual oarsman, our

crew was given an intensive training period. Our first race was against the Hun School of Princeton, New Jersey, on a rough Harlem River. The Coast Guard patrol boat held river traffic to a standstill. The mile course began with the current. Our crew began the race at thirty-eight strokes per minutes, stayed at thirty-four for the greater part of the race, and finished at a strong forty strokes, three lengths behind the heavy Hun four. Our boys knew, from then on, that regardless of the conditions of the water, we could row anywhere.

The following week the boys traveled to Middletown, Delaware, to race St. Andrew's crew on dead water. Here was a brand new experience for us. We used their equipment, navigated strange waters, changed oarsmen in the middle of the Lake and did just about everything that regular crews do. From such race experience our crew became convinced that, from the tiller to the bow, we needed no special aids.

Our third fall season found a large group anxious to learn all about the mysteries of rowing. After four weeks of practice, we held three intramural races and an informal race against the New York University Rowing Club, which we won by two lengths. With spirits running high, most of the boys wanted the fall practice to continue until Thanksgiving Day. However we had to stop practice after five weeks, due to lack of sufficient daylight hours for rowing.

In the winter of 1953 the Nonpareil Rowing Club donated a four-oared lightweight racing gig. The thirty year craft was scraped and sanded and put into commission for our five races that year. The first day of spring practice found the boat house in holiday mood, because we were ready to name our first shell. The "Seth W. Hoard" was christened.

Our fourth year began with a large turnout for fall practice. We had five weeks of excellent weather in which to row. All fifteen boys had a chance to try their hand at both the port and starboard oars. Shoes were filled with eagerness, boot stretchers were adjusted, power strokes were applied, and racing starts accomplished. To the blades they took like "Old Blues", and raced each other in three intramural contests. We then placed the best oarsmen in our shell and had an informal race with a friendly tug boat captain (with a tow) winning by a scant half boat length. This experience improved their outboard work, especially the run.

During the winter, all classes in Physical Education spent several periods rowing in the crew room. One could hear the gong of the bell as the stroke began his catch. Experienced oarsmen were always placed in the 7 and 8 positions, in order to help keep rhythm and order in the sequence of the stroke. During these practices, most of the rowing language was taught. A count was taken and figures showed that the average class pulled 1100 strokes per period, which resulted in a good physical workout for all participants.

With the coming of spring and the 1954 season, we began preparing for a most ambitious schedule. All five scheduled races were held on strange waters. Varsity and Junior Varsity events were rowed against Hun, St. Andrew's, Northwood and Poughkeepsie High School. We also agreed to row St. Andrew's and Kent Schools in an eight-oared shell for the first time. Not owning an eight-oared shell, we again called on friendly Walter Raney at Columbia University. For two weeks we practiced from the Lion's Boat House and finally were ready for our competitors. The Institute boys gave a good account of themselves

in the sixty-tow foot craft and again demonstrated that they can adjust to any rowing problem.

Our best effort, in 1954, was against Poughkeepsie High School. From start to finish, the Varsity race was a closely contested affair. We lost this race by a scant fifteen feet. George Palmateer, Sports Editor of the "Poughkeepsie New Yorker" summed up the crew's efforts when he wrote the following editorial: "True spirit was personified in yesterday's schoolboy regatta on the Hudson River when oarsmen of the New York Institute for the Education of the Blind participated in two races against Poughkeepsie High School. The main thing was not who won or lost but the fact that these young men took part. It seemed to this observer to be the most outstanding regatta ever conducted on the Hudson. Yes, even greater than the many intercollegiate events dating back to the turn of the century".

Special Equipment We Use

The only special equipment we use is an ordinary thumbtack which is inserted in each oar handle so the oarsmen can tell how to properly feather the oar. The thumbtack does not cause blisters, a nemesis to all oarsmen. I have tried it out personally in sculling and sweep rowing these past four years and in 250 miles of rowing have had no blisters. We, too, have to tell our oarsmen not to "look" at their oars, just as coaches of sighted oarsmen do. Some sighted school crews have adopted the thumbtack idea for their beginning oarsmen. It seems to help them as much as it helps us.

All of our equipment is standard. In 1954 we used five different shells and rowed on five different bodies of water. However we do use the knockers more than most crews in order that our oarsmen can keep the beat and rhythm in unison.

Our Problems In Rowing

All schools have problems when it comes to rowing. We have many of them to solve. Perhaps the chief one has been the acquisition of shells, oars, coxswains, and a place from which to operate. Our boat is five miles away. In order to get to it, we have to travel by bus, through heavy city traffic. The swift Harlem River current is full of debris that can and does cause constant damage to equipment. Huge waves caused by all types of passing craft threatens, many times, to swamp our shells. Juveniles on many occasions throw rocks or other objects at us or other boats when passing under the numerous bridges that span the busy river. However, in spite of all these difficulties, we annually manage to have about fifty-one hour practices, and cover a distance of 200 miles of water in rowing.

Coaching Procedure

Basically the Conibear stroke is taught. This system is used by most of the top crews in the country. However, many coaches make individual variations in order to suit their material.

Many factors enter into making a good crew. Size, conditioning, moral and love of water activities play the most important parts, and, in many cases, are the chief criteria of successful crews. All authorities agree that, regardless of the technique used, every member of the crew should row exactly the same.

In order to be successful, a coach must put together the strongest, best conditioned and most efficient oarsmen. Every coach must comprise one factor in favor of another. Conditioning, the most important factor, should be the last to suffer. In the fall, maximum attention must be devoted to technique, because in the spring, conditioning assumes very great importance.

We do not place a totally blind oarsman in the bow of the shell, for reasons of personal safety. Should a full crab be caught by an inexeprienced oarsman, he may lose confidence in himself while in this position. A launch should follow crews in practice or races. This is to insure that aid can be on hand when needed.

Periodic reminders should be given to members of the crew that one must respect the water at all times and be prepared for any emergency. In order to condition the crewmen to all types of conditions and waters, practice should be held in any weather that can accommodate a craft without too much risk to life and limb. In the four years of fall and spring rowing, we have not missed one day's practice because of the weather. Our motto seems to be "If Columbia can practice, so can we."

Ten Active Games For Blind Children

by Charles Buell, Ed.D.

Teacher of Physical Education, California School for the Blind

All children like variety in games. Since teachers of the blind lack material on active games, it is hoped some of the activities described below will be tried in schools other than where the games originated.

Goal Ball

This game is played on an indoor basketball court at the California School for the Blind. One team throws the basketball from the middle of the floor, and the ball is thrown back and forth until one team scores. The ball is thrown from the point where it is stopped. A seeing player earns three steps forward by catching the ball on the fly. To prevent a few partially sighted players from dominating the game, the members of each team must throw in order. A sightless player scores one point for hitting the end-wall of the gym on the fly, three points for hitting the backboard, and five points for sinking a basket. A seeing player scores one point for hitting the backboard and three points for sinking a basket. Boys and girls may play on each team. Thirty to forty minutes makes a good game.

Ice Hockey

The pupils of the New York Institute for the Blind play ice hockey in this way. Except for a puck made from a flattened gallon can, regulation playing area and rules are used. Behind one goal a student beats a musical cymbal while a bell is rung at the opposite goal. The coach shouts instructions to the players as the game progresses. Bells are attached to the toe of each skate which gives cues for passing to teammates. Once in a while the puck is passed to the wrong player, but this happens with seeing players. There are many spills and rough play.

Kick Over

Kick over is played by two, three, or four teams at the New York School for the Blind in Batavia. Each team is given a football and members must kick in order. A player kicks as far as he can in any way that is easiest for him. Teams start at one goal line on a football field and advance to the other end. All members of a team advance or retreat to where the ball stops

rolling after having been kicked. A second player kicks, and so on. The team which reaches the far goal line in the fewest number of kicks is awarded six points. If two or three teams tie, the six points are divided among them.

Dunbar Ball

Dunbar ball is played at Perkins Institution for the Blind with a rubber playground ball. It holds the interest of the boys in the middle grades because each one is an important team member in a fast moving game.

Team "A" lines up against a gym wall and tries to stop the ball as it is hit to them. A player must always remain in contact with the wall.

Team "B" stands about 40 feet away. Each boy comes to bat in order, A batter bounces the ball on the floor and swings with his fist. Only one swing is allowed. If the ball hits the wall untouched, two points are scored. Any ball hit in "fair" territory scores one point. When each team member has batted once the teams exchange places. The game proceeds by innings, similar to baseball.

Two-Hand Touch Football

Herbert Wolfe, physical director of the Western Pennsylvania School, makes a strong case for touch football. The elmination of regular tackling reduces injuries to almost zero. At the same time the main objectives of football are maintained— development of leadership, courage, teamplay, etc.

The 8-man teams are made up of three partially seeing backfield men and five blind linemen. The field is sixty yards in length and must be made in five downs. A few modifications are: (1) 30-second huddles, (2) quarterback must shout "hike" when ball is put in play, (3) rushing the kicker on punts is forbidden, and (4) a punt or kick-off is dead at the spot where it touches a blind boy.

Bowling Without an Alley

New York, California, and some other schools for the blind play a modified game of bowling, without alleys using a basketball. The regular ten pins are placed on spots on the floor, sometimes near a side wall to give the blind a better sense of direction. If the pins are in the middle of the floor, a noise is made behind them when a blind player bowls. Students are divided into teams who alternately roll the ball. Each pin knocked down scores a point. Play as many frames as the period allows.

Gutterball

This baseball-type game is enjoyed by pupils of all ages at the Texas School for the Blind. It is called "gutterball" because the pitcher rolls the ball to the batter in a trough such as a street gutter.

Baseball rules are followed with these exceptions:

(1) There are no base runners.

(2) A grounder cleanly trapped by a sightless player is a fly ball and the batter is out.

(3) The value of a hit is determined by the time that elapses before a fielder returns the ball to the pitcher's mound. This is determined by the umpire's standard count.

Under 6—out
6 to 11—single
12 to 14—double
15 to 17—triple
18 and over—home run

Basketball Foul Shooting Contest

Basketball foul shooting is conducted on a ladder tournament basis at the New York Institute for the Blind. Contestants move

up by defeating the boy above on the ladder. Fifteen free throws from the normal foul line constitutes a contest. The totally blind obtain two points for a basket while partially seeing boys score one. About one-third of the first ten on the ladder of the Institute are totally blind. A metronome placed behind the basket is used as a direction finder by sightless contestants.

Dressing Relay

Pupils of the New Mexico School for the Blind enjoy this dressing relay which is very funny and exciting. This description is for boys, but the race could be adapted for girls. Teams line up behind their captains. One boy stands twenty feet in front of his team. Each captain is given a cap, sweater, coat, etc. At the signal "go" each captain races to the boy facing his team. The boy standing in front can call team-mates. Upon reaching the standing boy the captain gives him the articles of clothing to hold. Then the captain puts on each article of clothing. When dressed he runs around the standing boy and removes the clothing and takes it back to the second member of his team. Each boy on the team repeats the routine.

Wall Ball

This is an after-school activity for two players. The game is played at the California School for the Blind in a gym 20 by 35 feet. The defensive player takes a position at the end of the gym while the offensive player stands a little in front of him. The latter throws a basketball against the far wall. As the basketball bounces toward the defensive player, he attempts to catch or stop the ball before it hits the wall behind him. If the ball gets through and has bounced three or more times on the floor, the offensive player scores one point. Otherwise, there is no score. The players then exchange positions, and the second boy attempts to score by throwing the ball as did the first boy. Games are usually played to some designated score, such as ten, fifteen, or twenty. Sightless players require a quiet gym.

DATES TO REMEMBER

1955

March	4-5—EAAB Wrestling Tournament, Maryland School for the Blind, Overlea, Maryland.
April	10-16—ICEC Convention, Long Beach, California
April	22-24—Eastern Schools' Student Music Festival and Regional Music Teachers' Conference, Virginia School for the Blind, Staunton, Virginia.
June	19-24—AAWB Convention, Quebec, Canada.
Nov.	16-18—National Rehabilitation Association meeting, St. Louis, Missouri.

1956

June	—AAIB 43rd Biennial Convention, Ohio School for the Blind, Columbus, Ohio.

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